

GLOBAL CITIZENSHIP AND MULTIMEDIA

Guidelines
for teachers
and educators



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Migration, human rights and intercultural dialogue are becoming increasingly urgent and necessary at school level, by using multimedia tools, in order to construct a nonsuperficial narrative and promote a society free from fear and in which equality and social inclusion are implemented, primarily in the educational field.

Especially today, in a European context where the misperception and lack of knowledge of the migratory phenomenon are becoming increasingly important, Global Citizenship Education can play an extremely important role in preventing the building of walls that impede the ever more necessary meetings between different cultures.

Although the concept of global citizenship has various nuances in different countries of the world, reflecting political, historical and cultural differences, we can refer it to the sense of belonging of each human being to the whole of humanity and to the planet. Therefore, global citizenship is related to the concept of interdependence between local and universal and to the necessity of a sustainable, empathetic and supportive behaviour, which is increasingly urgent in light of the climate change and its induced migrations.

Global citizenship education thus contributes to the building of a model of citizenship. This model is based on an awareness of the dignity of all human beings, a sense of belonging to a global community and people's involvement, both as individuals and collectively, in order to drive cultural, social and political change for the construction of a more just and sustainable world.

Preventing hate speech, promoting critical thinking among young people and their active involvement, analysing the interrelationship between human rights, 2030 Sustainable Development Goals and migration, using the new technologies to support the educational action: the following pages try to respond to all these issues.

This publication, intended for teachers and educators, therefore proposes methodological guidelines which, on the basis of good practices put to the test in several European countries, can help to strengthen and systematize effective global citizenship education actions within and outside the school context.

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1.

Citizenship

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education today: building educational communities for horizontal participation

*Education is the most powerful weapon
which you can use to change the world.*

Nelson Mandela

The concept of global citizenship is inspired by the feeling of belonging to a large community, to a common humanity; it emphasizes political, economic, social and cultural interdependence and the interconnectedness between local, national and global.

The notion of global, planetary, or world citizenship education, according to the various interpretations of different countries of the world, finds its main inspiration in the United Nations Organization– and in particular UNESCO– (Art. 26 of the Universal Declaration of Human Rights ²). Whatever the terminology used, it refers to the **sense of each one's belonging to a broad community, to all humanity and to planet earth**. In 1974, UNESCO adopted the same concepts in its “Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms” ¹.



UNESCO has repeatedly stressed the need to put back at the centre of education the desire to **learn to live together, to cooperate and to plan in common**. An education capable of paying attention to the rights of the individual, of the local and international community, guided by the recognition of the interdependence between local and universal, assuming a **sustainable, empathetic and supportive behaviour**.

“Utopia, some might think, but it is a necessary Utopia, indeed a vital one if we are to escape from a dangerous cycle sustained by cynicism or by resignation”. ³

UNESCO, 1974

The global citizenship education (**GCE**) issues focus on human rights, interculture, international understanding and cooperation, peace, sustainability: GCE is therefore not an additional subject but a **cross-cutting approach to all disciplines**.

Indeed, we cannot ignore the relationship that links these issues to today's crucial questions, such as conflicts, migration, poverty, climate change, by interlacing sustainability and rights matters with those of participation, citizenship, reception, multiculturalism.

¹– “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations ” (UNESCO, 1948).

²– Recommendation full text available [here](#)

³– International Commission on Education for the Twenty-first Century (1996), Learning: the treasure within, available [here](#)

There are three conceptual dimensions to consider in order to carry out **these reflections**:

- **Cognitive** - Learning to know, to understand and to judge critically the global issues and their connection with the local dimension. Media education is now a crucial part of this. It allows us to disentangle the myriad of contents and information that surround us and to be able to relate to the “mediated reality” which is placed in front of us, aware of the representations and opportunities that are linked to the media in relation to global issues.
- **Socio-emotional** – Having a feeling of belonging to a common humanity, of empathy, solidarity and respect for differences.
- **Behavioural** - Acting effectively and responsibly at local, national and global level to promote rights, peace and sustainability in the world.

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This multi-dimensional approach is based on a lifelong learning perspective, from childhood to adulthood, through formal and informal programmes and activities, within and outside the school system, using conventional and non-conventional methods of promoting participation. A learning process that:

“facilitate people to engage in activating the changes in social, cultural, political and economic structures that affect their lives”

UNESCO



⁴ – UNESCO, Global citizenship education, available [here](#)

1.1

The importance of global citizenship education today

Today, distances are becoming shorter and communication is global, but inequalities and poverty are not diminishing, especially in some parts of the world.

The richest 1% of the planet owns almost half of the aggregate global net wealth,

while 3.8 billion people – that is half of the world population – counts on 0.4% of the aggregate global net wealth, and 789 million people in the world (mostly women) live in conditions of extreme poverty. National inequalities also continue to grow: seven out of ten people live in a country where income inequality has increased ⁵.

Poverty, linked also to the consequences of climate change, continuing human rights violations, conflicts and violence (especially on boys, girls and women) is the main cause of the high levels of migration that we are witnessing today: **70.8 million people worldwide have been forced to flee their own country**. Around 25.9 million of them are refugees, more than half of whom are under 18, and 3.5 million are asylum seekers; 80% of them are received in countries bordering on their own ⁶.

The World Bank estimates that more than 140 million people will be forced to displace because of climate change by 2050, more than 60% of whom are estimated to be in Africa, 28% in South Asia and more than 10% in Latin America ⁷.

Global citizenship education is currently facing a great challenge: **there is an urgent need to train citizens aware of the global dynamics**, beyond the media propaganda and alarms that abound in many European countries today, to involve them in the construction of a fair and equitable society and in the exercise of their rights and responsibilities towards others. In fact, this educational action makes it possible to reflect critically on complex global issues, encouraging people to know, to express their opinions, to make conscious choices and to participate actively in the creation of a more just and sustainable world.

Emphasising this approach will enable us to counter alarming signs of fear, mistrust, conflict, violence, unrest, loss of social cohesion, marginalisation and disorientation.

⁵ – OXFAM (2019), Public Good or Private Wealth? [pdf download!](#)

⁶ – UNHCR data (2018), available [here](#)

⁷ – World Bank (2018), Groundswell : Preparing for Internal Climate Migration, available [here](#)

Therefore, **there is a clear need to involve the entire educational community in this action**; a community that includes educational institutions, families, points of reference of young people beyond the school context, and that takes on board the concept of solidarity, by supporting it and integrating it with that of participation, in a reciprocal relationship.



THE GLOBAL GOALS

The 2030 Agenda for Sustainable Development, approved by the UN General Assembly in 2015, represents the international reference framework.

The Sustainable Development Goal (SDG) N. 4 on Quality Education includes a specific target (4.7) relating to global citizenship: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”⁸.

The promotion of global citizenship education is moreover instrumental in achieving the 17 Goals of the 2030 Agenda, as pointed out by UNESCO and within the “European Consensus on Development”⁹ adopted by the European Council in 2017, and in triggering the cultural changes needed for the creation of fairer and more sustainable societies. It is a transformative educational action, based on the use of interactive and innovative teaching methods founded on dialogue and reflection, putting the learner at the centre.

The GCE calls for an active role, as individuals and as a community, with respect to the principles of environmental and social justice, promoting the understanding of decision-making processes at local and global level, as well as new ways of intervention and influence for the citizens.

Paraphrasing a citation of the Italian politician Antonio Gramsci, through this educational action, we facilitate “the education” – in fact, we will need intelligences for the creation of fairer societies, “the agitation” – we will need enthusiasm to combat inequalities, “the organization” – we will need personal and community strength and mobilization to build a global culture of acceptance and solidarity.



⁸ – ONU (2015), 2030 Agenda for Sustainable Development, Target N. 4, available [here](#)

⁹ – European Council (2017), The new European Consensus on Development - Our world, our dignity, our future, available [here](#)

2.

Prevention of hate in migration discourse: the need for an artisan's posture

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"It was a bright cold day..."

...and the year was 1984 but it could easily be 2019. The infamous slogans carved on the facade of the pyramidal structure housing the Ministry of Truth in George Orwell's novel are unfortunately more relevant than ever:

*"War is Peace,
Freedom is Slavery,
Ignorance is Strength".*

Orwell, 1949

Winston, the main character in the novel, works in the offices of the Ministry. **His job is to rewrite history**, going through old newspaper articles and books, aligning them with the current version of the truth as imposed by the Party.

Writing in 1949, Orwell may not have been able to foresee the onset of digital technologies, the Internet and online social media. Had he had the insight; Winston's job would not have been so tedious as much as it would have been even scarier.

The expedient to change the past to model the present is pure genius or, better, sheer evil and the Internet has made this so much simpler...

Orwell's book is as relevant today as it was in 1949 and re-reading it, new details emerge, **new parallelisms with the world we live in today.**

When Orwell describes the goals of the various ministries, he talks about the synergy between the Ministry of Peace (ironically in charge of war) and the Ministry of Truth (equally ironic in charge of producing fake news). The combination is perfect, almost deadly: the latter's goal is to justify the actions of the first. The higher goal? The means justifying the end. **Deprive citizens of their ability to think for themselves**, cloud their minds by subverting the truth, make up facts, play with their emotions...

What is interesting in this dystopian example is that the author presents the readers with a fictitious simplification of a phenomenon that, in reality is, yes, present, but in a much more **layered and complex** manner. This lends itself extremely well as a starting point to reflect on the issues that these pages address. How does hate discourse work? How does news, particularly fake news, fuel hate discourse? Why migrants in particular? What can we as educators, teachers, parents, citizens, do about it?

The gain, since we can no longer talk of resurgence, of far-right political parties is perhaps the perfect example of this phenomenon - **hate discourse camouflaged under the auspicious of love for one's country**, unadulterated patriotism appealing to the masses.

The likes of Trump, Farage, Le Pen, Salvini and Orban feed off people's most intimate fears, exploiting an intercultural deficit to incite hatred.

Their discourse is **veiled as genuine concern for the well-being of their homeland**, echoing, in a terrifying way, the Nazi regime.

And in this scenario, Auschwitz becomes, to quote a Maltese far right politician, "Poland's Disneyland", and the masses are taken for a scary roller coaster ride which seems to be unequivocally headed towards another holocaust, as the end justifies the means, be it a photoshopped image, a decontextualised quotation or outright lie.



Migrants are an easy target. Rather than addressing the real issues, hate discourse alienates people to focus on the other as the cause of all that is evil. Appealing to an idealism that is but an ideal, **hate discourse shifts responsibility** so that society is in decline not because we are failing in our duties as active democratic citizens, but because a good for nothing immigrant wants to usurp our rightful place in this world.

Unchecked, hate discourse becomes everyday discourse, normalised into a comfortable pseudo-truth.

But, when the body of a dead child washes up on some shore close to home, the whole world reels in shock until the dead body is objectified into another tragedy that could have been avoided.

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At this point in the discussion, it is useful to define hate discourse.

The term *"hate speech"*, as defined by the Council of Europe's Committee of Ministers, covers:

"all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin".

**Recommendation
No. 97/20 (COE, 1997)**

"All forms of expression" means that every kind of communication (face-to-face or mediated by a medium) and every medium (traditional or internet-based) must be included and considered in the debate. The endless supply of (mis)information, promulgated particularly through social media platforms, is transforming individuals into what Taleb (2012) would call *"neurotics"*, turning the *"other"*, in this case the **migrant**, into the **subject of fear**: fear of losing identity, losing money, losing power... and the list could go on and on.

As Master Yoda would say *"fear leads to anger, anger leads to hate"* and hate discourse is contagious as it appeals to the disgruntled, providing an outlet for their anger, frustration, indolence, fear, in a vicious circle.

"Contagion is hate's greatest attribute and its most treacherous, anyone is susceptible."

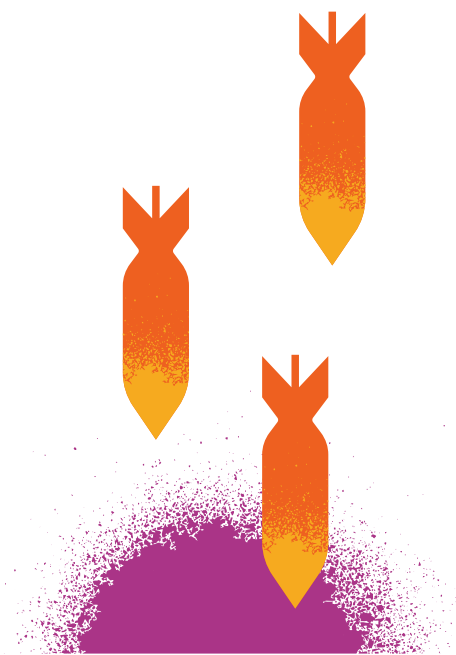
Taryam, 2019

The media plays a huge role in this, but what media? A dichotomy between traditional and modern, digital media is perhaps no longer appropriate in 2019. It is almost impossible to separate offline and online spaces, not only because of the interdependence between society and technology but also because the dividing line between the two worlds has disappeared.

Floridi (2017) argues that *it no longer makes sense to think in terms of being online or offline because it is more appropriate to think of media as "onlife"*.

Digital technologies, in this sense, go beyond enriching our experiences and should be considered as a natural dimension of our lives (Rivoltella & Rossi, 2019).

What's on your mind? |



Moreover, the conceptual division between traditional media and digital media has slowly but steadily disappeared.

This is evident in the media ecosystem: TV programmes and news broadcasts channels share their content on the Internet through their social media presence (often replicated across various platforms); online content-creators produce a myriad of material on a daily basis; anyone can, and is quick to, comment about this event or other; politicians release statements through their personal social networks... Such phenomena have become widespread and continue to gain in popularity because of the speed with which they can reach an infinite number of users but also because of the proximity that these channels of communication trigger.

People can react, share and comment about content, they can ask questions and provide answers. They can interact almost instantaneously with content-creators, be they other users or authoritative scholars, with a seamless illusion of closeness, intimacy and privacy (Livingstone, 2005) that fosters engagement in the moment.

This dynamic is heavily exploited by those politicians who use social media intensively, with the president of the USA being the foremost example. Trump, for one, uses his twitter account indiscriminately and probably more than he uses the oval office, but he is not alone.

Social media platforms have become an arsenal for politicians and anyone with a cause at heart.

What happens, however, when the medium is abused within the legal framework?

Many consider fake news as one of the greatest issues that the media has to contend with. Indeed, fake news is a most relevant issue but one that is relatively easy to address. Thanks to debunking websites like Emergent.info, Snopes.com, Factchecking.it or Bufale.net it is relatively easy to spot fake news or determine if a source is reliable. A much more challenging task is to critically decipher the undisclosed meanings/intentions/purposes of a message.

Examples of partial truths, often accompanied by distorted interpretations, generalisations, and other dialectic expedients that aim to twist facts for some ulterior motive, abound.

Unfortunately, these machinations are often more difficult to identify and are, as a consequence, more problematic, if not dangerous.

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A few weeks ago, an Italian politician was quick to denounce an immigrant on social media:

"Young North African immigrant arrested for arson that devastated the police headquarters at Mirandola: two dead, dozens of people injured and suffering from smoke inhalation.

A prayer and an embrace to the families of the victims.

Anything but a safe haven!

Stopping illegal immigration, in Italy and in Europe, is our moral duty.

Push back all illegal immigrants!"

Let's break down the message into its three distinct parts. In the **first**, the politician is merely reporting a fact, the arrest of a young immigrant. The **second** part is a message of empathy towards the victims with a clear reference to religion in order to emphasise his "respect" and "adherence" to the culture and traditions of the country. The **third** part shifts the attention of the reader towards the problem of illegal immigration.

Together, the parts build a strong argument against illegal immigrants. Had the arsonist not been an illegal immigrant, then there would have probably been no message whatsoever. The politician is exploiting an incident, generalising the actions of an individual to encompass all illegal immigrants, sensationalising an isolated event to justify his personal stance against immigration deflecting attention from other, perhaps more urgent, matters. The amount of user interactions (likes, shares, comments) condoning such a message are a worrying indication of the extent to which such discourse works, in many ways highlighting a general inability or willingness to not accept things at face value.

Untangling such veiled messages requires a critical stance that in turn calls for a sound knowledge base and the ability to refrain from immediate judgement, competences that are not necessarily being given due attention in our schools.

If this was not enough, addressing the phenomenon before it happens, in other words, educating for the prevention of hate discourse rather than as a reaction to it, is even more complex.

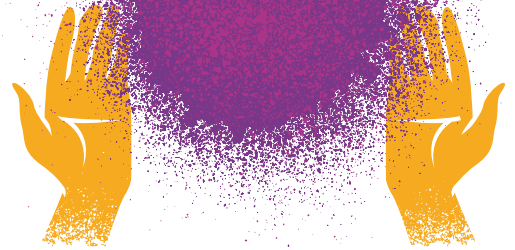
This complexity becomes even more problematic if freedom of expression is brought to bear on the equation. Any attempt at censorship of hate discourse may be interpreted as an attack on freedom of expression which is perhaps best exemplified in the (in)famous quote by Evelyn Beatrice Hall, which after the Charlie Hebdo incident in 2015 made the rounds on social media and has perhaps become part of the unconscious social collective – I do not agree with what you have to say but I'll defend to death your right to say it. Simply suppressing hate discourse does not necessarily address the hatred but perhaps drives it underground, thereby encouraging acts of violence (Coliver, 2012). In this sense, hate discourse is only the superficial manifestation of a much deeper issue.

Yet, in this daunting scenario, replete with controversy, there are ample opportunities to take action against hate discourse and the deeper issues at play. As a starting point, we can recommend some very interesting practical manuals to contrast hate discourse at different levels.

- **Bookmarks** is a manual for combating hate speech through human rights education. It was specifically created to support the No Hate Speech Campaign between 2013 and 2017 and which remains active through the work of various national campaigns, online activists and partners. The manual presents activities designed for young people aged 13 to 18, but which are adaptable to other age groups. [pdf download](#)
- The European Project “**Silence Hate**” – www.silencehate.eu – proposes some insights about dealing with hate speech in schools.
- **Carta di Roma** – www.cartadiroma.org – is a deontological code for journalists. The website also offers a good selection of news debunking and training materials.

2.1

We need to become artisans!



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Combating hate speech is one facet of an arduous and complex process and it is only through concrete actions that we can hope for a more just, more humane, and more inclusive society. Examples of intolerance, misogyny, homophobia, racism, sexism, marginalisation, discrimination are unfortunately all too common, and we need to start by examining our own practices to ensure that these are truly in line with the values that we uphold.

Addressing hate discourse needs to be an “onlife” collective effort, bringing together consumers and content-producers, be they politicians, journalists, educators, parents, or children - everyone has a role to play. Everyone has a responsibility to shoulder by being attentive, critical, curious, eager to explore different perspectives, refusing a stereotyped view of reality. This is an uncomfortable but necessary stance, rejecting the simplification of what is naturally complex.

From an economic point of view, Taleb (2018) calls for more artisans.

Artisans are true to their craft and they will not take any shortcuts for profit.

He describes how artisans put *“their soul in the game”*, putting art in their profession as they create things *“for existential reasons”*. This posture, as Taleb calls it, is uncomfortable.

Artisans will never jeopardise their craft, and **they consciously choose to create things with and of value.**

Artisans have unwavering **principles** and **integrity**.

They are authentic and **in love with what they do.**

But what does this mean in terms of the way we relate (consume, produce, share, like, etc...) with media?

For journalists, adopting and maintaining an “artisan” posture means to put the “soul” in what they write. It means not to go for the quick and easy “clickbait” titles for content they produce. It means **avoiding simplification, sensationalisation and unidirectional approaches** to issues and instead choosing to explore issues from multiple perspectives, embracing and celebrating the complexity.

For politicians, the artisan posture implies **using channels of communication**, including social media, **wisely** and **justly**, fostering and encouraging a sensible, meaningful and humble dialogue with the audiences instead of trying to impress the potential electorate with partial truths, false information and fake promises.

As prosumers (Toffler, 1980), producers and consumers of content, we need to “resist” (Contini, 2009) simplistic explanations of **complex phenomena** and **refuse the stereotyped vision of society**, of **immigrants**, and of **all the people who risk their own lives to save other people** from the treacherous seas.

Schools are the perfect place to start educating new artisans:

schools as “workshops” in which students become **truly media literate** while gaining a thorough understanding of the **economic and societal dynamics at play in the world**.

In such schools, what teachers do and say is as important as the content they teach, as they model active democratic citizenship, working and learning with students, openly exploring the controversies at the heart of our democratic societies in **safe spaces** and **without fear of reprisal**.

Being an artisan is an uncomfortable posture, but a necessary one.

Perhaps only then will we acknowledge the complexity of our society and come to **understand** and **embrace the immigrant as a human being**.

3.

18

Intersection, and interplay, of human rights, the Sustainable Development Goals and migration

While freedom to move is a fundamental human right, enshrined in the Universal Declaration of Human Rights (Article 13), current migration flows in Europe are often contested in present day discourse.

Nevertheless,

*"mobility is a universal
feature of humanity.
People have been mobile
and migrating since
the beginning of time,
and will not stop doing so."*¹

CONCORD Europe, 2016

¹ – CONCORD Europe, 10 myths about migration and development, available [here](#)

1/3 of international migrants have been living in Europe in 2017

According to the International Organization for Migration (IOM) data², there have been **257.7 million** international migrants (i.e. people who reside in a country other than their country of birth) worldwide in **2017**, representing **3.4% of the world's total population**. Among them, **77.9 million** have been living in Europe.

In **2015**, there have been **150.3 million** migrant workers, and **4.8 million** international students in **2016**.

In **2017**, children represented **14%**, and women **48.8%** of the stock of international migrants.

By the end of **2017**, **68.5 million** individuals were forcibly displaced worldwide due to persecution, conflict, generalized violence, human rights violations, or other reasons, and **25.4 million** have been registered as refugees.

The number of victims of forced labour in **2016** has been estimated at **25 million**.

466 billion USD of remittances (i.e. "monies earned or acquired by non-nationals that are transferred back to their country of origin", as defined by IOM³) were sent to low- and middle-income countries in **2017**, representing more than three times the size of official development assistance. In addition to international migration, migration flows take place also within states, often referred to internal migration or mobility.



Focusing on international migration,

"there are as many reasons to migrate internationally as there are migrants, and those reasons are often overlapping.

*Personal motivations, poverty, conflicts, fear of persecution, natural disasters, human rights violations, and gender discrimination are but a few factors that could play a role in the decision to migrate."*⁴

CONCORD Europe, 2016

As the data indicate, it is important to **distinguish between voluntary and forced migration**, with IOM⁵ defining forced migration as *"migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects)"*.

² – IOM, Global Migration Trends, accessible [here](#)

³ – IOM, Key Migration Terms, accessible [here](#)

⁴ – CONCORD Europe, 10 myths about migration and development, available [here](#)

⁵ – IOM, Key Migration Terms, accessible [here](#)

Forced migration is strongly linked to the right to asylum, and State's obligation to ensure that *"Everyone has the right to seek and to enjoy in other countries asylum from persecution"* (Universal Declaration of Human Rights, Article 14).

According to the United Nations (UN) High Commissioner for Refugees (UNHCR) data⁶, in addition to the **68.5 million forcibly displaced** people worldwide, **40 million people** are **internally displaced**.

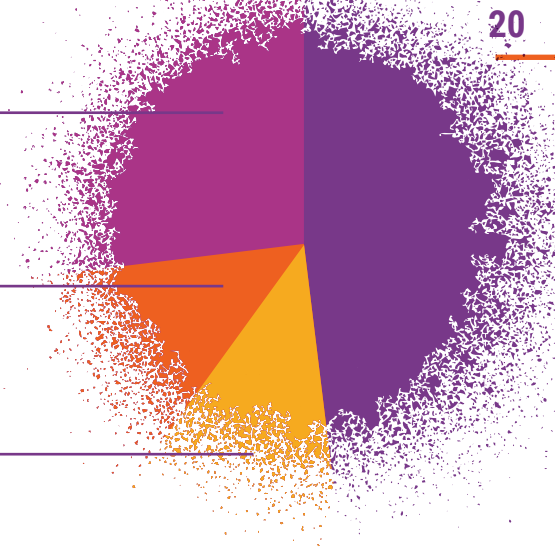
Alongside **25.4 million** refugees, there are **3.1 million people** seeking asylum.

57% of refugees worldwide come from three countries:

Syria - 6.3 million

Afghanistan - 2.6 million

South Sudan - 2.4 million



85% of the world's displaced people are being hosted in developing countries (3.5 million in Turkey, 1.4 million in Uganda, 1.4 million in Pakistan, 1.0 million in Lebanon, and 950, 000 in Iran). There are also an estimated **10 million stateless people** who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement.

"Nearly 1 person is forcibly displaced every two seconds as a result of conflict or persecution".

UNHCR, 2019

Considering migration through the prism of human rights, the principle of **non-discrimination** is of crucial importance.

The UN High Commissioner for Human Rights⁷ emphasizes that *"while migrants are not inherently vulnerable, they can be vulnerable to human rights violations. Migrants in an irregular situation tend to be disproportionately vulnerable to discrimination, exploitation and marginalization, often living and working in the shadows, afraid to complain, and denied their human rights and fundamental freedoms."*

⁶ – UNHCR, Figures at a Glance, accessible [here](#)

⁷ – OHCHR, Migration and Human Rights, accessible [here](#)

Human rights are essential to achieve sustainable development.

The 2030 Agenda for Sustainable Development⁸, with its Sustainable Development Goals (SDGs), was adopted in September **2015** in New York by all UN Member States as a set of global, universal goals to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

They set standards as a common denominator for ensuring human dignity and decent life, and promoting prosperity while protecting the planet. They recognise that **ending poverty** must go hand-in-hand with strategies that build **economic growth** and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection.

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The 2030 Agenda is anchored in human rights, including the UN Charter, the Universal Declaration of Human Rights, international human rights treaties, and the Declaration on the Right to Development - para 10.

The SDGs strive towards realising the human rights of all (preamble), and emphasise:



THE GLOBAL GOALS

“the responsibilities of all States /.../ to respect, protect and promote human rights and fundamental freedoms for all, without distinction of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, disability or other status”

Agenda 2030 - para 19

While according to CONCORD Europe⁹, migrants and diaspora are often not fully recognised as actors and subjects of sustainable human development, the 2030 Agenda **recognises for the first time the contribution of migration to sustainable development**. Migration is a cross-cutting issue, relevant to all of the SDGs. 11 out of 17 goals contain targets and indicators that are relevant to migration or mobility, including the Agenda’s core principle to **“leave no one behind”** (including migrants).



The SDGs’ central reference to migration is made in target 10.7 to facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed **migration policies**, which appears under **Goal 10 to reduce inequality within and among countries**¹⁰.

⁸ – Available [here](#)

⁹ – CONCORD Europe, Deconstructing 10 myths about migration and development – publication, available [here](#)

¹⁰ – Migration Data Portal, available [here](#)

Mobility has always been an integral part of human nature and has always contributed to building and nurturing the economic, social and cultural wealth of the world. Migrants contribute significantly to the **development of their countries of origin**, as well as **their countries of destination**, through the transfer of **money, skills, technology, governance models, values and ideas**.

While public discourse in Europe often focuses on utilizing international development cooperation to curb migration flows,

“development aid substantially contributes to improve livelihood options, access to education, enhances social equality and economic growth, and as such contributes to make migration a choice rather than a necessity in the long term”¹¹.

CONCORD Europe, 2016

And GLOBAL EDUCATION is the key tool to strengthening understanding of interconnectedness and interlinkages of human rights, the Sustainable Development Goals and migration.

Global education: education that opens people’s eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all, encompassing development education, human rights education, education for sustainable development, education for peace and conflict prevention and intercultural education.



¹¹ – CONCORD Europe, 10 myths about migration and development, available [here](#)

4.

The voice of students and youngsters as an active part of the process

The analysis of challenges faced by the youth category can allow for an interpretation of ongoing social and cultural changes: thanks to them, we can read and understand the changes of our society.

With this analysis as a starting point, it is very important to get to know the youth universe, promote and build a trusting relationship, and more generally, develop and enhance what they could generate as social capital. In this way, **young people are taken into account as resources** and they could be considered as a community too, characterised by relationships for the **common good**.

This is favoured by a condition of a social act (individual or collective), which could face and tackle the new fears and loneliness of global citizens.

The common good cannot be established beforehand:

it is dynamic, always developing by active sharing/participation expressed in different ways (e.g. activism, participation in associations, interaction tools such as forums and discussions, students' demonstrations, youth subcultures that could create new languages and cultures, etc.).

All these forms of expression could determine the youngster participation and could be considered as important tools for building a global citizenship education. However, today we wish to highlight the crisis that characterises the youngster global participation, linked to the absence of critical and ethical thinking.

For this reason, it is worth looking at and explaining the **meaning of participation**:

- **“to take part”**, that is on a rational dimension, with conscious involvement;
- **“as a part of”**, that is on an emotional dimension, the feeling of being included on a personal and emotional level, the consequence of a lightness and good feeling that stimulates ideas and places importance on the use of resources.

Involving young people before planning global citizenship education actions could allow the implementation of educational paths and processes based on youngsters' vision.

The first thing to do would be to implement educational paths and suitable processes, maybe alternative to the traditional ones, based on their significance to the youngster.

The “startup” of these processes consists of listening to youngsters in order to build a relationship with them and respect their vision.

With regard to this, we suggest some questions to ask to youngsters in different contexts. These questions allow us to **listen to their points** of view and develop a suitable methodology for raising awareness about global citizenship education.

- *What is your role in the world?*
- *How proactive do you feel in your life?*
- *What is the meaning of responsibility in your private and public life?*

We should keep in mind who we have in front of us and their contexts when asking these questions. Some examples are shown below.



4.1

The Slovenian case. Feedback from Slovenia Global Action Platform

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In partnership with the University of Ljubljana, Faculty of Social Sciences (Centre for International Relations), SLOGA implemented a workshop on the Sustainable Development Goals (SDGs) and migration on 6th April 2019 in the Ivan Cankar Primary School Vrhnika, within a program for talented children (extracurricular activities). The workshop was attended by around 15 youngsters.

During the introductory part of the workshop, participants discussed the proposed questions, focusing mainly on the first question *“What is your role in the world?”*.

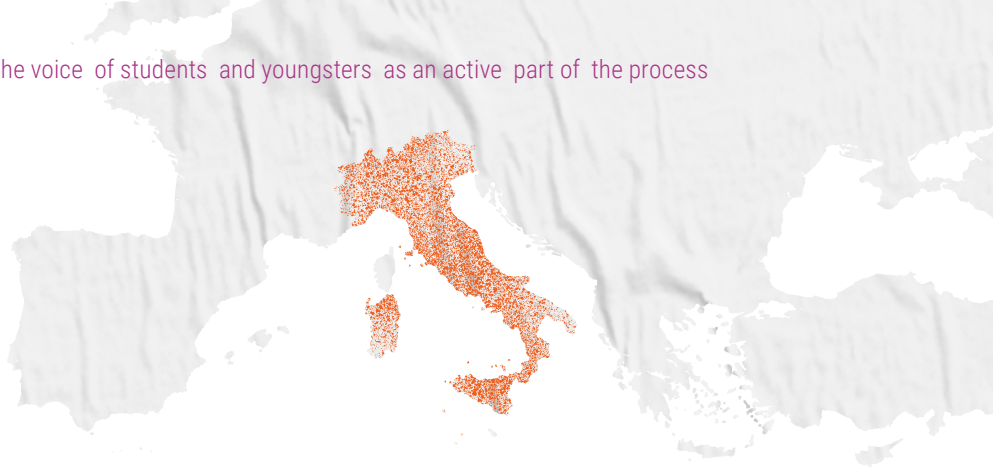
While discussing sustainability and sustainable development concepts, participants mainly referred to environmental dimensions of sustainability.

They understand their responsibility in protecting the environment, ranging from waste separation, reducing food waste (not taking more food than they can eat during school meals and at home) and plastic (when parents prepare food for school trips, they do not wrap it up in plastic film), recycling materials. They take part in environment clean-ups (usually organised by the school and taking place in the local environment/municipality).

They undertake many activities within the school context, while some referred to planning their purchases within their family (household) with the purpose of reducing food waste.

When further discussing sustainability, they also mentioned natural disasters (floods, rising of the sea level). Since many of these undertakings take place within the school context, they do not consider them as something to be very proactive about; nevertheless, a few of them participated in the March climate strike.

Environmental issues aside, they also mentioned gender equality, linking it with equal rights and obligations of women and men, but have not furtherly elaborated their role in promoting gender equality. Generally speaking, **they understand their responsibilities more in the local/national context than in the global one: they do not seem to link their responsibilities to the interconnectedness of global issues/to global level.**



4.2

The Italian case. Feedback from the City of Bologna

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In April 2019, in Bologna the Centre for Intercultural Education of the Municipality submitted the above-mentioned questions in 5 high schools school classes (mainly professional Institutes); CSAPSA2 and WeWorld GVC submitted the questionnaire during extra school workshops, involving young people already involved in intercultural activities. The replies received from youngsters confirmed their lack of awareness on their role as global citizens.

Most of the youngsters interviewed think that to be a global citizen means to be a responsible student, to have work, a family and, as far as possible, to help other people, in particular friends or family.

The concept of the “other” is therefore reduced to the personal relationship.

The concept of citizenship, if perceived, is mainly linked to the solidarity.

Some youngsters connected their role in the world to environmental issues, but nobody mentioned gender equality, justice, migration etc.

Our finding, although not representative, can show us that **it is very important to know young people’s knowledge by their expressive languages**. It is also important to identify a very simple language, without conceptual meanings linked to the issue of participation.

Thanks to the answers received by youngsters, it came out that the teaching language should be the result of a great effort of simplification. For this reason, a remarkable effort should be made to privilege the experience-based lexicon and approach to contents and issues linked to citizenship.

5.

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Do we need technology to foster young people's Global Citizenship Education skills and knowledge?

If we had to answer with a yes or no to this question, it would be a negative: truly, we do not need any technology to support individual and collective processes of 'Global learning' of the world and ourselves. Nevertheless, our lives are more and more disciplined, supported and disrupted by the technology we carry in our pockets and bring to our houses, transforming the way we work. Thus, we, as non-digital native trainers and 'adults', feel the need to tackle the digital media that surrounds us and build the capacity of the youngsters that we find too immersed in their digital media.

But why do we need to deal with media when working with young people? Should we not separate our civic lives from those entertainment and information moments – the good old media roles in our 20th century lives?

Negative, again: **the media is among us, in our daily lives, from sunrise to sunset... and beyond.**

We are now no longer living in the time of the classic 'mass media' that one learned at school, with an 'on and off button':



media is now hybridized, everything has an online component (or depend on it), all cross genres and types of technologies, are almost omnipresent, ubiquitous, and bringing us a constant flow of notifications and stimuli.

Media: as we see it, is not a simple channel but is the whole means of communication of today's humans - from big videos outdoors, to chat apps on mobile phones, from the proliferation of screens to the augmented reality gadgets, from interactive radio to the podcasts we can download. Thus, this media surrounds and involves us more and more in a synesthetic and engaging way, at an immediate and fast pace, leaving little space for an analytical and withdrawn view on how we consume and produce information.

Critical thinking is therefore undermined in our daily practices - autonomy as well as the other elements that help build a global citizen's understanding are not cultivated in our daily life: deep and bonding communication and empathy, integrity and fair-mindedness, humility and also what Facione describes as critical thinking:

"interpretation, analysis, evaluation, inference, explanation and self-regulation."

Facione, 1998

Media literacy and this whole set of 'new literacies' are needed: digital literacy, democratic literacy, information tech literacy, political participation literacy, visual languages/video literacy etc... a kind of '**Digital democratic literacy**'? We may call this as the training, facilitation and activation of civic competences - and this is linked to Global Citizenship (Education) as an interlinked, universal citizenship.

Why facilitating literacy skills and not 'giving a media education'? Well, it is connected to the exercise of an active citizenship: not to educate but to provoke knowledge, to feed critical thinking, using and building each person's 'literacies'.

And this is **the action-research at 4Change**, to use the tools we develop for our GCE projects: it expresses a power of agency - citizens, facing media, can be active. The minimum request is that every person can be a de-codifier of the tsunami of information received every day. But media literacy also gives value to our media savvy youngster's - it summons up **three types of knowledge and skills**:

- access and critical evaluation of information;
- understanding how the media works;
- the creative and responsible use of media to both communicate and facilitate an efficient civic (democratic) participation.

The pedagogic approach we propose, using the tools developed for Global Citizenship Projects, thus builds from seven competences of media literacy:

5. Do we need technology to foster young people's G.C.E. skills and knowledge?

- 1 To provoke **recognition** of where we are and how we act in the world. 'The media among us', media is now finally what McLuhan envisioned as our future: extensions of us - we live in an ecosystem of media and young people tend to see whatever appears through media as 'natural', 'real' or 'truthful';
- 2 From naturalisation to realisation of needs of more skills: when realising that media is not 'natural', realising we are all active communicators with 'intention', youngsters may engage in the need to de-codify the world, the media, increasing their **media literacy skills**;
- 3 **Media is a construction**: establishing why media is a mediated set of information, produced in a certain way, with an agenda and a partial perspective – is fundamental in order to understand why the fast and immediate media stereotype our information more than ever; using 'Values & Frames' theory;
- 4 Only after acknowledging this, young people can start **understanding how media works**: the actors & roles & their agendas, the circulation of information, the commercial/market based production, the different languages - Medium is becoming the message, as McLuhan would also consider?
- 5 The **ethics** of managing, consuming and producing media: what are the guaranteed liberties and rules of law that establish the limits of media? And only here we talk about security and the digital footprint of our digital communication;
- 6 With this set of skills, youngsters will be able to **de-codify media** more efficiently: what is the human algorithm (collaborative, user-based content verification etc.), a few digital tools to de-codify the media;
- 7 The last set of competences builds from their role and their native digital skills: who am I as an active producer? What is the difference I can make? Providing alternatives for a '**transformative communication**' and examples of daily activism.

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To foster these competences, **the project MigratED** works in the schools (and outside of the class time) with a set of tools: participatory, fostering critical thinking, linking to everyday life and people. And most of the non-formal pedagogics: group dynamics, experiential learning, hands-on-approach that allows young people to use their smartphones, some apps, social networks, gaming, but... not forgetting the analogical!

All these counteract the "naturalisation" of the digital world.

One of the tools MigratED is using is Participatory Video (PV), not only a digital tool but an empowerment non-formal method that can activate young citizens.



How can a teacher or educator use PV with its class or group of youngsters?

MigratED will not use the full methodology of PV, a time-consuming process, instead a simplified version of PV is designed to work with youngsters - 4Change thus proposes a **collaborative, creative and participatory production of videos on the main thematic**, to be adapted to Greece, Italy, Slovenia and Cyprus educators and NGO.

- 1 First step, there is a need to have more Media Literacy sessions and work with youngsters to build their Media Literacy skills: participatory exercises, group dynamics, de-constructing stereotypes, building interest to advocate or to research and film Migration stories;
- 2 Second step: in this process, create groups that agree on one theme, one story or one angle of the issue;
- 3 Then build the youngsters capacity to work as a collective and create collectively, through a group script, by using brainstorming and creative writing;
- 4 At the same time, provide training on moving images literacy and video language, on camera and sound technologies, and apply all to the youngsters' own smartphones;
- 5 Finally supervise the short videos production and the final smartphone editing;
- 6 Conclude by having community/peers screenings, both during the Global action week and beyond.

6.

Group dynamics relationships and acceptance of diversity in multicultural class

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6.1 Working with students for the spreading of an **intercultural mentality**

The intercultural Education Centre CDLEI (which is part of the Education Department of the Municipality of Bologna) works in strict cooperation with local institutions and schools and thanks to municipal, regional or European funds, it is capable of enriching the school teaching offer for students. In particular, the Centre has focused its work within multicultural high schools, namely vocational or technical Institutes, with high percentages of students with foreign origin.

In recent years, the effort to raise awareness has taken new and different shapes, thanks to the work carried out by Italian institutions and civil society organisation in schools and educational services: digital tools linked to expressive languages can be used as mediators for building a dialogue with adolescents. It is well-known that youngsters build their idea of the world also, if not mainly, on the basis of digital contents and generalist media, which have no educative purpose. The absence of adults and educational institutions in the **public discourse linked to the acceptance of diversity**, where most of youngsters build day by day their interpretations of reality, can be considered as an accelerator of dynamics that leads to prejudice, discrimination, and finally to hate speech. **In the context of multicultural classes, teachers and educators attend daily to the spreading of horizontal violence between peers**, not only towards “foreigners”, but also ethnically determined, acted by second generations of migrant towards foreigners or other ethnic minorities, in an evident and painful exercise of identity construction, affiliation, and representation of status among groups of youngsters.

Our experience shows that these dynamics are evident in multicultural classes: indeed, the school is not immune to the spreading of social conflicts, hate speech and stigmatisation.

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In particular, we should take into account that the adolescent creates his/her own idea of the world in a very delicate phase of construction of individual identity. This is the reason why educational institutions and civil society should answer to the unexpressed need for support by offering: opportunity to make students and youngsters feel recognised; good reasons to feel responsible for the world and for human beings; opportunities to participate in the construction of a responsible collective action or communication.

6.2

Proposals for methodology and contents of workshops



Thanks to many projects carried out by the Municipality of Bologna (SEIPIU', AMITIE, AMITIE CODE; S-CONFINATI, see www.comune.bologna.it/cdlei), the Intercultural Centre has reached a competence that can be used, upscaled, updated and also improved within MigratED project activities for youngsters aged 14-18. For these reasons, we are proposing some key elements for the organisation of activities within schools.

This proposal is not intended as a rigid formula to be applied in every context, but as a sort of exchange of expertise for partners, stakeholders, and actors interested in the topics of MigratED project.

6.3

Suggestions for the implementation of workshops within schools

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1 Workshop structure

12-15 hours (4 to 5 weekly meetings during school time). This timetable allows students to explore the topic in depth without affecting the school curriculum.

2 Mixed communicative approach

Frontal – interactive moments to be interchanged. Nowadays it is important to renew the communication between teacher and student, as new digital forms require new approaches not only within the process of teaching but also in that of interaction. This method allows for students to have their opinions taken into account while being considered as interlocutors, with an active role within the discussion and the analyses. Due to the great importance placed on their opinions, it is also necessary to create opportunities for the students with a poor knowledge of national language. For this reason, the use of images can be a good method to allow non-nationals students to understand and to actively take part to the workshops.

3 The importance of storytelling

The use of testimonials telling personal stories will help with the transmission of concepts that can be perceived as distant and not directly affecting our daily life, in order to enhance empathy and listening ability among students.

Positive experiences could help students to see beyond the telling of migrant stories only from the solidarity aspect. By providing students with stories of resilience and achievement, we can help them build a positive image of migrants.

This will enable them to view migrants not just as people who require help, but also people who can **teach us about coping with troubles and having the determination to achieve a better life.**



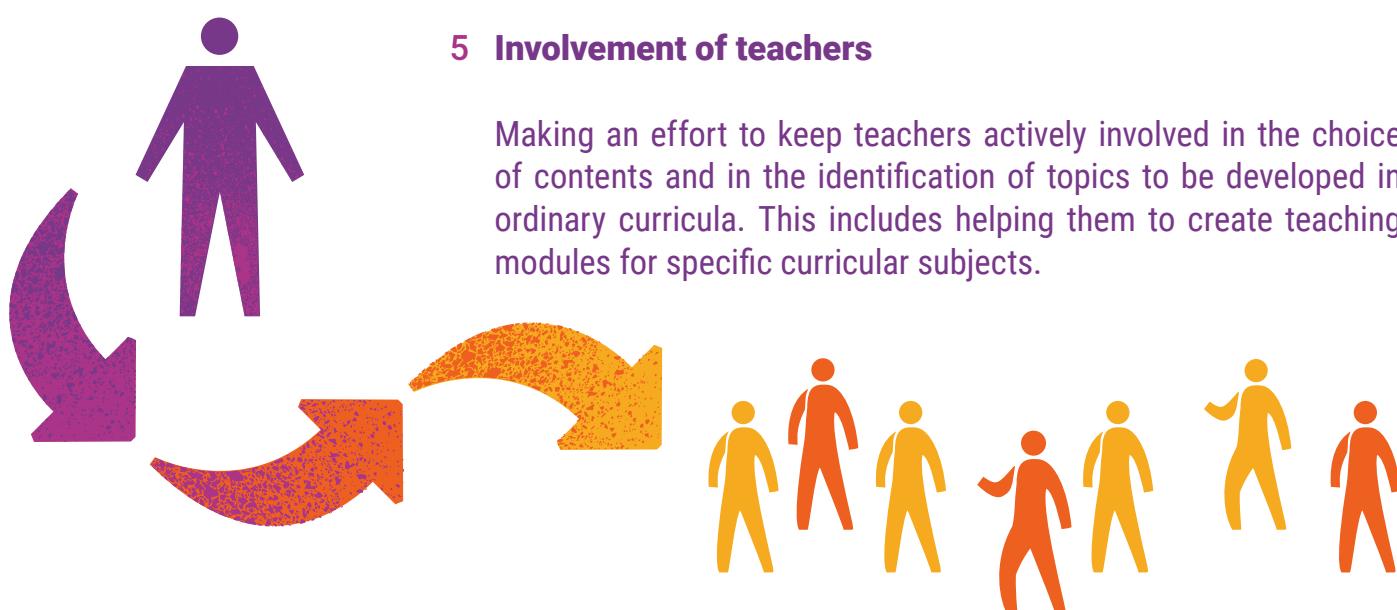
4 Constant use of data:

In order to promote the use of data among students, it is highly recommended that they are shown how to reach reliable sources and how to identify information and figures. In order to achieve this delicate task, educators and experts should identify informative websites or tools aimed at overcoming rhetorical information founded on prejudices and stereotypes – i.e.: www.openmigration.org/en/.

This is the most delicate and perhaps the most important of all the issues requiring attention:

schools and stakeholders are assigned the delicate task of giving students the opportunity to get used to asking questions and prefer queries to pre-packed answers.

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5 Involvement of teachers

Making an effort to keep teachers actively involved in the choice of contents and in the identification of topics to be developed in ordinary curricula. This includes helping them to create teaching modules for specific curricular subjects.

6 Link between human rights, development and migration

Experts and educators who implement workshops within high schools should be prepared to offer opportunities for students to identify interrelations between these processes, as recommended by the researcher and experts in the field of co-development. In order to allow students to **understand such a delicate connection**, the analyses of consumption patterns can be a good opportunity to identify the implications of our daily habits and their interconnection with global issues (environmental, social ones etc.), as well as identifying possible actions to be undertaken (i.e: the supply chain of common objects like clothes, digital devices, etc.).

7 Public space and urban dimension

In order to avoid the implementation of jeopardized educational opportunities, isolated from the context, it could be useful to identify ways to **keep the class/school in contact with other initiatives carried out in the local context or on the web** (communication campaign, festival or public events in the city, etc.) This will give visibility to the work done in the class, enhance continuity in the educational path (and therefore a stronger impact) and allow students to represent themselves as part of a thinking community.

8 Participated documentation

The documentation of activities is a valid way to leave traces of the work done. Documentation should not be considered as an administrative step of the work, useful only for reporting, but as a **unique tool for collecting and giving voice to students**. Throughout their participation in the choosing of the contents to be inserted in a blog or through the editing and publishing of content for social media, students actively and directly practice the production of communication.

They represent themselves as agents of communication, they experience the responsibility underlying the communication on the topics treated.

Last but not least, the documentation gives students the chance to watch what they have done and to make horizontal divulgation among peers.

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9 Use of digital tools

The communication will be considerably boosted by the use of digital tools, that have the double function of attracting attention and stimulating interaction. A few examples could be useful for the identification of easy instruments that can enrich presentations and proposals of content. **Google Charts** to create graphics, work out data and maps, **Canva**, for pictures collage and graphics set out, **Draw.io** to create diagrams, tables and schemes, **Tableau**, to create timeline, graphics and charts, **Animoto**, to allow students to create short videos, **Google Trends** and **Answer The Public**, to get information on the research made on Google, **Kahoot!** to create interesting and thrilling quizzes on perceptions and representation of migration phenomena, that lead away students.

10 Use of images

In order to attract students' attention, a good mix of images can help the educator or expert to support the presentation of content, along with the use of documentaries, short movies, or teaching videos related to the contents analysed. Documentaries on social issues have attracted attention due to their ability to tell different stories about the world. **While watching a documentary, we have the time to explore stories in more detail**. Thanks to time and pace, the reading of the story is much more profound. Technical timing of journalistic surveys, and of short clips on the web, drive the spectator in a density of information and visual stimulation which make the content of the news distant and too complex to be truly understood.

The documentary gives back time to the stories and restores names and emotions to technical aspects of the information.

Also, short movies can be very useful for educators and teachers in particular for the implementation of paths with youngsters. In some way, **documentaries and short films contribute by restoring humanity to the storytelling because it gives a voice to the people in the stories**.

For this reason, these are useful tools that allows educators and teachers to introduce topics related to development, migration, human rights and global citizenship.

7.

How to reach out to adolescents in an extracurricular context

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The school is the educational “agency” able to plan and organize curricula focused on global citizenship education issues, but also other actors could participate by broadening the educational horizon for youngsters via actions fostering training on this thematic. Youth associations, organizations implementing social and educational actions, youth centers, sport and cultural associations could implement these programs, involving young people in cultural, artistic and sport practices.

As educators, teachers and adults have to foster youngsters’ “civic imagination”.

We start from the prerequisite that any citizen is not defined just by having a document, but also by having **access to training and information opportunities**, useful to develop his/her **critical knowledge** and skills on political, economic, civic and environmental issues.

In other words, they have to support youngsters in enhancing their “community” and “rights”, with their own ideas, which could be alternative to the common ones, founded on principles of social equality and justice. In this way, the adults with significant roles should work as facilitators and motivators, to enhance young people’s opportunities for self-expression and empowerment.

Taking into account these aspects, we do not have standard theories to apply in the involvement of young people. The **ability to listen**, using innovative tools for the analysis and monitoring of youngsters characteristics, allows us to have an in-depth knowledge of the awareness and needs of young people. Moreover, it allows us to identify resources and services available, which can reinforce awareness raising actions. **Different relational and educational actions and actors**, related to sport, school, music, etc. allows a continuous education of adolescents, contextualizing their needs in a specific social and environmental context.

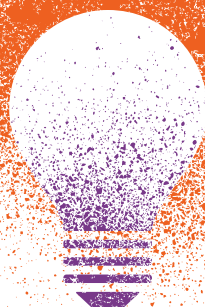
In order to favour an awareness path on the meaning of global citizenship, we can use formal and non-formal approaches, within both school and extracurricular contexts, conceived as interconnected to each other, or rather experience paths able to enhance educational actions.

In addition to a theoretical path, citizenship education could be sustained by an experience path, considered as an effective tool for curricular and extracurricular activities: through the “learning by doing”, practice becomes a learning tool.

Reflecting on the experience gained means finding a sense, a meaning for our daily events, supporting adolescents with exploring their actions in a conscious way, and transforming these experiences into individual and collective learning opportunities, also thanks to the support of the educator.

Experiential approach can be more effective, above all in local contexts characterized by educational and cultural poverty and marginalization. In such contexts, it is even more important to organise events and recreational activities able to promote responsibilities linked to global rights, the capacity to understand the multiple differences in social and cultural identities (religion, language, and ethnic origin, etc.), the capacity to use technology while maintaining critical thinking and awareness.

The strengths of these activities are connected to the capacity to respond to the local needs, considering the whole community as an educational actor: civil society organisations, informal groups, schools, families, youngsters, institutions, profit and non-profit entities.



The dialogue and enhancement of local groups and experiences and the opportunity to use public spaces to express ourselves promotes the involvement of adults and young people as active subjects. In this constant interaction, mentors, teachers and/or educators should accept youth conflicts as a potential resource, thanks to the mediation. Denying the conflict and trying to repress it would be a great error: conflict can create innovation and changes.

New thoughts and practices developed could, at a certain point, be connected to the whole community, if properly heard and if new alliances with young people are established.

We propose here a methodology for the involvement of young people in an extracurricular context within global education activities; **the methodology is developed in three phases:**

1 Mapping: mapping the local context can give us useful quantitative and qualitative indicators related to youngsters such as their meeting places, their lifestyles, their hobbies, local opportunities given by different actors; this information allows us to get to know the community in depth during a specific period.



2 Contact: establishing formal and informal contacts offering the opportunity to approach the target group. This step is strongly connected to a professionalization, since it foresees the use of an appropriate language able to act as a bridge between youngsters and institutions, respecting and recognising the interlocutor and his/her experiences and needs.

3 Creation of a trustful relationship, taking into account the context: the planning and implementation of actions involving different actors.



**Each action
or project
can include:**

- The target group and its level of involvement and participation
- Local and institutional entities participating in the action
- Overall and specific objectives, focusing on the development of competences useful for enhancing the ability to act
- Activities, methodologies, locations and timeframe for the implementation of the action
- Resources needed, taking into account different resources already present at local level (human resources, materials, tools, etc.)
- Evaluation is a very important tool including some indicators which are useful for verifying the process undertaken to reach the objectives. It includes the description of the target, in order to analyse their participation in the action, and details on the implementation of the activities. The evaluation needs to include the level of achievement of the objectives foreseen, and elements facilitating/impeding it. A basic tool for the assessment is the **interview**, which can reveal motivations and perceptions of the process.
- Conclusions are very useful in order to identify particular elements having characterized the educational path and the implementation of the action, underlying qualitative aspects.

Some examples of global citizenship education activities are linked to “cleaning park days” with the participation of youth centers or cultural associations, or music performances organized by young people, multi-ethnic football tournaments, hip hop performances (writing, rap and break dance), the creation of a web-radio managed by youngsters with the support of adults.

These examples are useful for enhancing critical thinking, raising the awareness of young people on global issues and the interconnection among local and global dynamics, and they can be created and supported by institutional and civil society networks.

8.

Good practices for the involvement of schools

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8.1

Action Week for Education, a campaign with great history

Since 2004, ActionAid Hellas has been consistently coordinating Action Week for Education, one of the largest student campaigns in Greece. This action invites young people all over Greece, **to take a critical stance towards global reality and participate actively in actions that concern local and global issues.**

Right to Education, Migration, People with Disabilities and the Sustainable Development Goals are some of the topics Action Week for Education has focused on.

8.2

Who participates?

The campaign brings together children, youth and educators from formal and non-formal educational settings in Greece. Overall, it has reached **406.300 participants!** More than half of the participating schools have joined previous campaigns and approximately 70% of them participate every year. It is worth mentioning that the majority of schools are in rural areas.

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8.3

Why it works



- It is a great way to introduce **global issues** into the classroom. It makes an ideal active citizenship project or whole school activity.
- It cultivates **essential skills** and values such as respect, empathy, critical thinking and consciousness.
- It brings schools closer to society and real life situations.
- Children and youth take informed reflective action and become change promoters.
- It is easy for schools to participate and to implement in combination with other actions they are already running.
- A unique and inspiring opportunity for hundreds of schools to participate in a **collective action with a common cause**.
- **Active engagement of the educators** in the planning of next year's campaign through a questionnaire, which is sent after the end of Action Week.
- Visibility of all actions from students through the campaign's blog – www.actionaideducation.tumblr.com – and social media.

8.4

Step by step

- 1 **Identify your cause and make it relevant.** AWE 2019's theme was SDG 11: Sustainable Cities and Communities. Schools identified sustainability issues in their schools and communities and tried to find ways to address them and raise awareness.
- 2 **Decide on the best time-period. Make it flexible!** We give the month of March as a time-frame and schools decide which week they will implement their actions.
- 3 **Decide if your campaign will have a policy ask.** What is the change you want to see?
- 4 **Find your ambassadors!** You could appoint celebrities or propose schools to appoint youth leaders from their classes. The ownership of the campaign will be multiplied!
- 5 **Decide on the main common action of the campaign.** This is when all participating schools come together. Ask schools to do something innovative but feasible.

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In 2019 we asked students to organize a march in their communities and collect "kilometers" for a sustainable and just planet.

Some marched in their yard, others in their communities and many of them visited the mayor!



- 6 **Develop your educational material.** Design flexible and open-ended material that teachers can incorporate in teaching. Some ideas for activities:

- Letter writing to politicians
- Video making
- Community mobilization
- Event organising

Don't forget motivating stories and good practices e.g. this year Greta Tunberg was a great inspiration! Encourage schools to involve the local community and engage stakeholders. Special interest groups, local leaders and of course their families.

- 7 **Design a communication plan** with clear messages, an attractive slogan, and creative visuals.
- 8 **Make it easy for educators to participate.** Make the application process easy even for the less digitally fluent educators. Remember to collect data for monitoring the results of your campaign.
- 9 Have your **contact details very visible** and show your availability to support them.
- 10 **The time has come!** Start motivating schools closer to the time of the campaign and be prepared to visit their events. Thrive on media coverage!
- 11 After the campaign send an **evaluation questionnaire** to collect ideas, thoughts and quotes from students.
- 12 Make sure that schools send back audiovisual materials and products to make a **compilation video**. Upload everything and share results and victories and celebrate their achievements!
- 13 **Thank all the participants** for their passion and commitment in the campaign. Some ideas:
 - a thank you video
 - a closing celebratory event
 - a press release with a list of all the schools participating
 - a media interview with some of the participants

8.5

Lessons learned

- 1 It is usually a one-off event.
In order to capitalize its potential we could:
 - Connect Action Week for Education with other ActionAid's campaigns or policy asks.
 - Keep schools posted all year with resources and updates on the theme of the campaign.
- 2 Since it is run nationally wide, there is a great potential to connect schools that are in the same area or are working on the same issues.
- 3 There is a need for schools to become more independent in uploading and sharing their work. A web platform would decentralize this process and could decrease the need for human resources. Moreover, it would strengthen schools' ownership in the campaign.

**Action Week
for Education
2017 received the
GENE Innovation
Award 2017**

9.

Good practices: a selection

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TITLE	AMITIE CODE - Capitalizing on Development
DESCRIPTION	The project involved Local Authorities and NGOs working in 6 European countries, to raise awareness among citizens on migration, development and human rights and to train key actors on these issues, mainly teachers and civil servants.
LINK	www.amitiecode.eu
COUNTRIES	Germany, Italy, Latvia, Portugal, Spain, France
ACTORS	Municipalities of Bologna and Reggio Emilia (Italy), GVC (Italy), FAMSI (Spain), Emilia-Romagna Region (Italy), City of Loures (Portugal), City of Toulouse (France), Riga City Council (Latvia), University of Bologna (Italy), Centre for International Studies (Portugal), Sevilla Acoge Foundation (Spain), Adult education college, Hamburg (Germany), Latvian Centre for Human Rights (Latvia), CITTALIA (Italy), ECCAR - European Coalition of Cities against Racism.
OBJECTIVES	The action is the second edition of a previous project coordinated by the Municipality of Bologna from 2010 to 2013: AMITIE (Raising Awareness on Migrations, development and human rights through local partnerships) project, aimed to develop awareness among professionals and civil society on the link between migration, human rights and development. The project's methodology was strictly focusing on the communication dimension. Focus groups with migrants' communities, trainings with teachers and students, transnational communication campaign have been implemented involving actively citizens, communities and professionals. AMITIE CODE (2015 – 2018) capitalizes the results of the previous AMITIE project, focusing mainly on training of teachers and students, and on different communication activities. The project developed and empowered the training of teachers and local institutions officers by offering a highly qualified training run by the University of Bologna.
RESULTS	<ol style="list-style-type: none"> 1. Advanced training of teachers and civil servants. 2. Workshops with students in secondary schools, during which young people could develop intercultural communication throughout digital tools and social media. 3. A transnational contest for the production of video by young students on the AMITIE CODE topics. 4. Communication actions, mainly a web series. 5. Drafting of Local Action Plans against discriminations in every city involved; these Plans are currently active. In Bologna, the Action Plan is covering the period 2017-2020.
WHY IS IT CONSIDERED A GOOD PRACTICE	<ol style="list-style-type: none"> 1. Development of methods for a participatory and non-discriminating communication. 2. Inclusion of Action Plans for non-discrimination in the local political agenda. 3. Development of participative communications based on digital media tools in high schools.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. Introduction of participatory approach within institutional work with migrant communities. 2. Further development and adaptation to other contexts of training materials for teacher, educators and civil servants. 3. Use of media tools for youngsters' awareness raising.

TITLE	Exponi le tue IDEE!
DESCRIPTION	<p>Debate has always been a mean for arguing. It could be used as a teaching method, as Socrates did, or it could be a way for confrontation, like in political discussions. The debate model created by “Exponi le tue IDEE!” is a model addressed to high school students with the objective of making them and their social environment protagonists of the global challenges. The students read, study and learn new subjects related to Sustainable Development Goals and later they defend a position to develop critical thinking. The model created by “Exponi” puts the students at the center of it, they cooperate and work in teams and it is the team, not the individual, which wins. Inclusion and participation are the foundation of this model that sees, as its objective, the development of a participated exercise of citizenship and democracy. Students engaged in “Exponi le tue IDEE!”, divided into teams, have to challenge arguing and supporting with appropriate research, evidence and documents the position for or against a particular topic to be debated; only one of the two teams is the winner, proving the validity of their argument on the opponent.</p>
LINK	www.gvc-italia.org – read more!
COUNTRIES	Italy
ACTORS	WeWorld GVC Onlus
OBJECTIVES	<ol style="list-style-type: none"> 1. To enhance knowledge, understand and awareness of Sustainable Development Goals among youngsters. 2. To promote the development of skills such as speaking in public, arguing, debate among students. 3. To enhance peer education in the school system.
RESULTS	<ol style="list-style-type: none"> 1. Acquisition of knowledge and awareness among students on Sustainable Development Goals and skills useful for public debates. 2. Development among youngsters sense of democracy and active citizenship. 3. Dissemination of non-formal education methods within the school system.
WHY IS IT CONSIDERED A GOOD PRACTICE	<p>The methodology aims to make schools and territories protagonists of the national debate on current issues as a participatory exercise of democracy and citizenship, and it represents an added value and an innovation because it allows, for the students, the development of skills such as speaking in public, arguing, debate. No less important, this methodology favours the development of the ability to collaborate with peers, to compete to learn rather than to win, and to respect shared rules in a democratic environment.</p>
ELEMENTS OF REPLICABILITY	<p>The methodology can be incardinated among secondary schools in different contexts, as a model of participation on global issues, sustainability and citizenship. The themes chosen and the methodology of the debate favor an openness to central issues in the contemporary world.</p>

TITLE	Silence Hate
DESCRIPTION	The project's main objective is to combat and prevent online hate speech against migrants and refugees by developing new and creative counter-narratives. The most effective way to tackle hatred is through education and debate. Media must show responsibility and actively work against hate speech, promoting a paradigm shift through the building of a counter-narrative. Moreover, it is necessary to work on education and prevention, helping young people to recognize hate speech and its impact on individuals and groups and encouraging them to react both at individual and collective level.
LINK	www.silencehate.eu – workbook download
COUNTRIES	Italy, Poland, Greece, Cyprus, Belgium, UK
ACTORS	COSPE (Italy), European federation of Journalists (EFJ), Media Diversity Institute (MDI), Amnesty International Italy, Amnesty International Poland, KARPOS (Greece), Zaffiria (Italy), Cyprus Community Media Centre (CCMC)
OBJECTIVES	<ol style="list-style-type: none"> 1. To combat and prevent online hate speech against migrants and refugees by developing new and creative counter-narratives. 2. To exchange best practices among journalists, media activists and bloggers, improving their capacity to create counter-narratives on migration issues. 3. To provide teachers, educators, activists and young people with tools of analysis and operational tools to recognize and combat online hate speech. 4. To raise awareness of young people and general public about the risks of the diffusion.
RESULTS	<ol style="list-style-type: none"> 1. A European Media Camp developed for journalists, audio-visual professionals, and social activists, to bring together a wide network of creative minds to generate content for building a counter-narrative on migration. 2. Training courses implemented for teachers, educators, activists, schools students and journalism students, to counter hate speech. 3. Media production: investigative reports, digital initiatives, social media campaigns, and audio/visual productions by young people, journalists and activists about alternative narratives on migration in Europe. 4. Raised awareness among wider public through an online campaign.
WHY IS IT CONSIDERED A GOOD PRACTICE	<ol style="list-style-type: none"> 1. Development of training modules on media education and hate speech, for professionals and young people. 2. Promotion of an international network of journalists, audio-visual professionals, social activists.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. Training and workshop materials easily adaptable and replicable in different contexts. 2. Further development and adaptation to other contexts of the Media education and hate speech workbook produced. 3. Possible use of media productions in other countries.

TITLE	Club of global education teachers
DESCRIPTION	The Club of Global Education Teachers grew out of the recognised need for a space where teachers could meet and share knowledge and experiences more regularly, develop different didactical approaches to addressing global challenges, get support from Global Education NGOs and like-minded individuals. The Club was launched in 2018 by Humanitas, inviting teachers all over Slovenia to join and co-create a non-formal support space for all professionals interested in Global Education and encourage global citizenship competences and values in school curricula.
LINK	www.humanitas.si – watch official video!
COUNTRIES	Slovenia
ACTORS	Humanitas – Centre for Global Learning and Cooperation
OBJECTIVES	Raising awareness and capacity building of teachers in order to use global education methodology in formal education and inside official school curricula. Each month the members participate to world days in which they address specific issues linked to Global Education and receive didactic materials, including digital tools to use in the classroom. At bi-monthly meetings, teachers spend quality time sharing new ideas, experiences and try out new Global Education methods.
RESULTS	The Club of global education teachers managed to attract more than 60 members from all over Slovenia, with around 25 teachers attending our bi-monthly meetings. Teachers engaged in the Club have participated actively in other actions (working groups on developing Global Education teaching materials) and implemented several local actions motivating towards change. The Club was recognized as one of the winning practices at Global Education Innovation Award 2018 by the Global Education Network of Europe (GENE).
WHY IS IT CONSIDERED A GOOD PRACTICE	The Club of global education teachers raises the awareness and capacities of teachers to address global issues in school and to teach differently - with an approach that opens people's eyes and minds to the realities of the world, locally and globally. It is also an opportunity to influence a positive systemic shift from the bottom up towards a more inclusive, creative and transformative education and society.
ELEMENTS OF REPLICABILITY	The Club has further potential for multiplication of good Global Education practices at national as well as international level, possibly connecting national Clubs into one International Club of Global Education Teachers, connecting Global Education practitioners across the globe, sharing experiences and exchanging ideas, building a more just and equal world for all.

TITLE	Handbook for teachers on the Sustainable Development Goals (SDGs) and migration
DESCRIPTION	An interdisciplinary group of students of the University of Ljubljana developed a handbook for teachers on the Sustainable Development Goals and migration under mentorship of Faculty of Social Sciences of the University of Ljubljana and SLOGA Platform. The handbook has been developed by two interdisciplinary groups of students within two projects implemented in 2017 and 2018.
LINK	www.sloga-platform.org – read more!
COUNTRIES	Slovenia
ACTORS	University of Ljubljana, Faculty of Social Sciences, and SLOGA Platform
OBJECTIVES	To provide a tool for teachers when addressing the Sustainable Development Goals and migration in educational activities.
RESULTS	<ol style="list-style-type: none"> 1. A handbook developed by the interdisciplinary group of students, providing teaching materials for all Sustainable Development Goals through the prism of migration, disseminated among primary and secondary schools in Slovenia. 2. Workshops conducted in primary schools and training for teachers working in primary and secondary schools implemented in Ljubljana, based on the handbook and materials developed.
WHY IS IT CONSIDERED A GOOD PRACTICE	<ol style="list-style-type: none"> 1. The handbook is a tool enabling in-depth and effective education about the importance of the Sustainable Development Goals. When implementing the workshops in primary schools, a short survey has been conducted in the beginning and at the end of each workshop, and survey results have shown that pupils' knowledge on the Sustainable Development Goals improved by 90%. 2. A training for teachers working in primary and secondary schools has been based on the handbook, positively evaluated by the professionals involved. The handbook contributes to understanding of young people about joint responsibility and interdependence at the global level, and about their active role in the local environment to achieve the Sustainable Development Goals.
ELEMENTS OF REPLICABILITY	The content for each SDG is structured in a way to provide an overview of the goal implementation on global and national level, followed by a good practice on global and local level, contributing to progress in the goal implementation. The handbook provides ready-developed teaching materials (including description of activities), easy to be replicated and used in different contexts.

TITLE	Through the refugee's eyes
DESCRIPTION	Through the Refugee's Eyes is a response to the shameful treatment of refugees along the Balkan trail, rising hate-speech and intolerance. Participants identify with refugee's fate using guided visualisation at the workshops and experiential techniques at an interactive and experiential theatre show and are put to the test of reliving the plight of numerous human rights violations. In the end, they meet the real people behind the stories, while confronting and questioning their own prejudices, reflecting, reacting and acting towards change.
LINK	www.humanitas.si – watch official video!
COUNTRIES	Slovenia - Austria
ACTORS	Humanitas – Centre for Global Learning and Cooperation
OBJECTIVES	<p>To increase level of intercultural dialogue, tolerance and acceptance in our society, which will allow for easier integration and better acceptance of refugees and migrants into the community.</p> <p>To raise awareness about migration and refugee issues and the fate of people with real refugees' experiences. The primary target is youth, particularly elementary and high school pupils, as well as university students, as we believe that it is important to build the virtues of tolerance, acceptance and intercultural dialogue as early as possible in the process of socialization.</p>
RESULTS	Prepared and staged the experiential play and so far carried out 58 performances, thus directly reaching app. 1740 young people throughout Slovenia and Austria. 10 persons with real refugee/migrant experience collaborated in the performances, which allowed them to make new acquaintances and increase their involvement with the society. Based on the feedback, the action succeeded in breaking down a number of prejudices and putting in question generally accepted stereotypes about migration and refugees. Project activities and media reports reached more than 500.000 people in Slovenia.
WHY IS IT CONSIDERED A GOOD PRACTICE	People with real refugee experience co-create the project and give it a personal touch and at the same time process their own traumas, build personal social networks and promote intercultural dialogue. The method offers participants the opportunity to confront their own stereotypes and prejudices and openly discuss them with our guests. This effectively turns their previous convictions upside down and often puts them into question. The performance builds upon empathy and solidarity with real refugees/ migrants who are an integral part of the interactive experience.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. The methodology and contents can be shared and adapted in other countries, building a network of partner organisations. 2. Training for teams to be able to perform the play adapted to their situation and needs in their own local surroundings. 3. Interest in creating a network symbolising the so-called Balkan route, i.e. from Greece across North Macedonia, Serbia, Bosnia, Croatia, Austria to Germany and potentially Scandinavia.

TITLE	Workshops on human rights issues with VR glasses
DESCRIPTION	<p>Amnesty International facilitates several different thematic workshops related to human rights at different elementary and high schools across Slovenia. The action consists of a new workshop addressing different human rights violations across the world, which the participants can experience in virtual reality. After every participant had the opportunity to experience one scenario through Virtual Reality, different scenarios are contextualized in a discussion that includes all participants.</p> <p>The VR experience lasts around 5-10 minutes per individual participant, whereas the duration of the whole workshop is 90 minutes.</p>
LINK	www.amnesty.si – read more!
COUNTRIES	Slovenia
ACTORS	Amnesty International Slovenia
OBJECTIVES	To raise awareness about human rights in different parts of the world and the importance of human rights in general.
RESULTS	Participants have a better understanding of human rights issues, standards and the importance of human rights.
WHY IS IT CONSIDERED A GOOD PRACTICE	The use of Virtual Reality equipment with specifically designed 3D video material for educational purposes on human rights is a pedagogic innovation that combined existing technology with newly created video contents allowing participants to experience real situations and human rights violations in a simulated environment. The relative novelty of the equipment and the approach help with attracting more participants to the workshop.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. Using Virtual Reality equipment in order to gain young participants' interest and motivation for work on complex issues. 2. The experience is not limited only to VR. The participatory process includes all the participants that go through a moderated program addressing human rights and human rights' abuses.

TITLE	Stories of Children From Around the World
DESCRIPTION	The project aims at giving names to children from other countries and teach local children to welcome and respect different nationalities and ethnic groups through positive storytelling.
LINK	www.casoris.si – read more!
COUNTRIES	Slovenia
ACTORS	Zavod Časoris
OBJECTIVES	The project tries to increase the respect for different nationalities and ethnic groups, refugees and migrants, and their integration through their stories. The action contributes therefore to intercultural discussion in classroom, narrating personal stories of children fled from war, poverty or inequality and migrated to Slovenia. These stories are published in Časoris, an online newspaper for children, to favor peer-to-peer communication and exchange about intercultural issues.
RESULTS	The project promoted a different vision and communication about pupils coming from different countries and their experiences. It also promoted the free expression of refugees and migrant children, who had opportunities to tell their stories: why they left their home, why they came to Slovenia, what are their dreams and hopes, what they want to become. Slovenian children also learned to imagine how it would be if they were to leave their home.
WHY IS IT CONSIDERED A GOOD PRACTICE	Children read the stories of their peers, see their faces and hear them speak, therefore a more personal and emotional relationship has been established among them, beyond cultural differences.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. Methodology can be replicated to collect and narrated stories, even with the support of journalists. 2. Pupils could use stories of their peers with migration background as case studies for understanding the experience and consequences of migration.

TITLE	Map Your Meal
DESCRIPTION	The project enables consumers to trace the origins of their food through the usage of a mobile phone application and other interactive educational material, and therefore it stimulates a change in their consumption choices.
LINK	www.mapyourmeal.org
COUNTRIES	Cyprus, Bulgaria, Austria, Greece, United Kingdom
ACTORS	Future Worlds Center (Cyprus); C.E.G.A. Foundation (Bulgaria); Südwind Agentur (Austria); FAIR TRADE HELLAS (Greece); Cumbria Development Education Center (United Kingdom)
OBJECTIVES	<ol style="list-style-type: none"> 1. Help people understand global interdependencies through exploring the global food system, the socioeconomic and environmental impact of production, and the conditions in which the farmers work. 2. Mobilise young people to become engaged in promoting global social justice and sustainable ways of living. 3. Connect European initiatives for sustainable living with similar initiatives in the Global South, fostering greater understanding of the concepts of food security, food sovereignty, sustainable food production and supply chains. Enhance understanding of the complexities of the global food system and the specific problems faced in different contexts.
RESULTS	<ol style="list-style-type: none"> 1. Increased understanding of global interdependencies, global issues and challenges. 2. Attitudinal change in young people's food consumption and production patterns. 3. Young people engaged in the promotion of human rights, sustainable ways of living and global justice. 5. A stronger coalition of citizens, active in creating global justice, equity and sustainable living.
WHY IS IT CONSIDERED A GOOD PRACTICE	<ol style="list-style-type: none"> 1. Help people choose their food, knowing where it comes from and how it was made, and support fair producers. 2. Raise awareness about global food system, sustainability, social justice. 3. Attractive and interactive approach for youngsters.
ELEMENTS OF REPLICABILITY	<ol style="list-style-type: none"> 1. Creation of other topics to be considered by the app. 2. Expansion of the app's products database. 3. Expansion of the app in other countries.

TITLE	Six Steps to Global Citizenship (GloLab 2)
DESCRIPTION	This project offers an innovative approach towards active global citizenship applied in the field of youth work, by facilitating activities that aim to enhance the skills and knowledge of the youth and by attempting to aid positive change in their behavior, enhancing their abilities to meet global challenges and become active in addressing them.
LINK	www.globalab.org – read more!
COUNTRIES	Lithuania, Bulgaria, Cyprus and Spain
ACTORS	Future Worlds Center (Cyprus); Global Citizens' Academy/GCA (Lithuania); Pro European Network (Bulgaria); Cazalla Intercultural (Spain)
OBJECTIVES	<ol style="list-style-type: none"> 1. To identify key characteristics of a future global citizen, that are relevant to young people. 2. To provide a 6-step approach for youngsters to build active global citizenship skills, so that they can become promoters of fundamental values. 3. To build synergies between the field of youth work and education, for fostering civic actions of youngsters towards a sustainable future in Europe and around the world.
RESULTS	<ol style="list-style-type: none"> 1. Development of a common understanding on the key characteristics necessary for future global citizens. 2. Strengthened youth work, by providing new approaches, tools and resources on active global citizenship. 3. Youth workers equipped with new competencies in order to embed global citizenship activities in youth work. 4. Young people receive new opportunities to gain competencies to be committed to global challenges, taking an active role. 5. Enhanced synergies between actors working in the field of education and youth, to engage young people into innovative civic participation activities and making them the promoters of the core values of global citizenship.
WHY IS IT CONSIDERED A GOOD PRACTICE	Global citizenship education with a concise 6-steps approach succeeded in raising awareness and in offering a solid basis for awareness-raising and positive social change. The project produced a well-developed toolkit, a reference guide for youth workers and trainers in the field of global education.
ELEMENTS OF REPLICABILITY	Activities included in the toolkit can be formatted to fit the context of both formal and non-formal education.

TITLE	Youth of the world! Mainstreaming Global Awareness in Youth Work
DESCRIPTION	This project expedites and ensures opportunities for youth organizations, youth facilitators and trainers, increases youth involvement in global education and learning, and mainstreams global awareness within youth organizations.
LINK	www.futureworldscenter.org — read more!
COUNTRIES	Cyprus, Bulgaria, Austria, Estonia, Lithuania, Scotland and Ghana
ACTORS	Future Worlds Center (Cyprus); C.E.G.A. Foundation (Bulgaria); Südwind Agentur (Austria); Mondo (Estonia); Youth Career and Advising Centre (Lithuania); Scotdec (Scotland); Young People We Care (Ghana)
OBJECTIVES	To mainstream awareness about global issues within the activities of youth organizations, working in different spheres of youth work.
RESULTS	<ol style="list-style-type: none"> 1. Fostered the development of educational materials and methodologies tailor-made for young people on global issues. 2. Built a critical mass of experts, adequately prepared to train young people on global issues. 3. Easily- accessible training opportunities provided for youth organizations and young people on global issues. 4. Interactive and participatory teaching resources on MDGs developed.
WHY IS IT CONSIDERED A GOOD PRACTICE	<ol style="list-style-type: none"> 1. Increased public awareness among young citizens on the global interdependencies between EU and Global South. 2. Increased engagement of young people in promoting fairer relations in the world and a sustainable way of living. 3. Better integration of global development issues into the non- formal educational sphere.
ELEMENTS OF REPLICABILITY	All resources developed were tested in different contexts with great success; activities included in the toolkit are replicable in different countries and different levels of education, both in formal and non-formal contexts.

TITLE	One idea, many variations How can an object or concept be visualized in different ways?
DESCRIPTION	Students photograph a selected object or idea in 5 different ways related to 5 specific conditions: reality, surreal use, advertising, fairytale and social interaction. Then, based on the same theme, they create a digital collage with min 5 new photos, trying to portray the idea in a synthetic, visual way. Finally, they develop this concept into video, selecting one of the different types of video: reportage interview, documentary with personal narrative, fiction, mute video with titles (as for social networks), advertisement. Text can be added and applied in all stages to enhance or twist the meaning of the picture.
LINK	www.karposontheweb.org/?lang=en – read more!
COUNTRIES	Greece
ACTORS	Karpos
OBJECTIVES	<ol style="list-style-type: none"> 1. Media literacy 2. Image semantics <p>This is a simple, introductory activity referring to the semantic elements around a pictured object and the corresponding intervention by the film director who creates the picture. It also introduces the concepts of documentation as well as it reveals the target audience of a media text. Young participants may become aware of the various interpretations which result from photographing the same object in different contexts and may further realize the significance of background details in a picture.</p>
RESULTS	The participants create 5 images that later are being discussed and analyzed.
WHY IS IT CONSIDERED A GOOD PRACTICE	Participants take part in both creating and criticizing. This is very important, because it allows participants to enter a different level of optical analysis. As a creator you try to deliver a message and as a critic you try to understand it. So the process urge the participants in an in depth interpretation of the visual elements used in the composition of the image.
ELEMENTS OF REPLICABILITY	It is very adaptable since the participants can be from 10 to 100 years old. The equipment needed can be from simple cameras to expensive DSLR's. Another alternative is the analog approach where the photos can be drawn, printed, chopped from a magazine, or find online etc.

TITLE	Variations on a theme
DESCRIPTION	<p>This is an activity based on viewing and discussing excerpts (selected, short parts from a film) from a variety of cinema films and other audio-visual products, each time selected as audio-visual representations of a certain common theme (i.e. scenes with people eating, scenes taking place in ports, scenes involving travelling by train, chase scenes, space war battles etc.) aimed at the comparison of types of films and the messages they convey.</p> <p>As a convention, in this activity, the term 'film' refers to all types of AV texts in cinema, TV, You- Tube, and Web texts.</p>
LINK	www.karposontheweb.org/?lang=en – read more!
COUNTRIES	Greece
ACTORS	Karpos
OBJECTIVES	<ol style="list-style-type: none"> 1. Media literacy 2. Cinema semantic 3. Optical analysis 4. Social and cultural analysis 5. Research a theme 6. Observe, analyse <p>Viewing and critically analyzing existing audio-visual work is a fundamental activity for familiarizing oneself with audio-visual expression. In fact, in the field education in audio-visual expression, it is not excessive to state that viewing a variety of audio-visual texts can be considered the equivalent of reading/studying literature texts as well as everyday texts in a language lesson. In the end, participants record their own social and cultural environment which contrasts with those experienced in the audio-visual account of the films they have watched.</p>
RESULTS	Enhanced critical analysis of participants, increased media literacy, raised awareness on the themes treated.
WHY IS IT CONSIDERED A GOOD PRACTICE	Participants take part in video analysis, criticizing and then creating. This is very important, because it allows participants to experience different roles in the audio-visual expression. This may be also an amazing vessel for analyzing social and cultural topics. The process impels the participants in a more in depth interpretation of the audiovisual language.
ELEMENTS OF REPLICABILITY	It is very adaptable since the participants can be from 10 to 100 years old. There is an infinite variety of topics that can be analyzed. The equipment needed is not highly demanding. For the first part you will just need a projector or a screen and a media player. For the second one, any video recording device and some editing experience or shooting from camera.

TITLE	Soundscapes. Can we tell a story through sounds exclusively?
DESCRIPTION	<p>The aim of this activity is to create a story exclusively with sounds. After a group brainstorming about the sound profile of a location or a short narrative, students make lists and draw a self-made music sheet, organizing sounds on a timeline, their levels and sequence.</p> <p>Roles are shared within the team as in an orchestra. They rehearse and record their performance for the peer audience. Similarly, they do this with digital devices by searching in sound libraries to create the desired storyline. This performance uses the devices' speakers as music instruments. Additionally, they can visit the actual space and record and edit a documentary soundscape afterwards.</p> <p>The result is a sound file that can be reproduced again to another audience, used as an art piece or as the sound of a video production for another workshop.</p>
LINK	www.karposontheweb.org/?lang=en – read more!
COUNTRIES	Greece
ACTORS	Karpos
OBJECTIVES	<ol style="list-style-type: none"> 1. Research a theme. 2. Observe, analyse. 3. Structure content for a time based medium. 4. Recognise and develop a narrative. 5. Experiment. 6. Develop communication and organizational skills within the group. 7. Discover sound characteristics as expressive medium (duration, rhythm, depth, intensity, synchronicity) and as narrative medium (sounds are elements provoking thoughts); they trigger imagination and retrieve information from memories and stereotypical knowledge 8. Use digital devices for creative purposes (e.g. research and sound recording).
RESULTS	<ol style="list-style-type: none"> 1. Increased awareness and understanding of sound (volume, depth and layers of sound), of deconstruction and reconstruction of participating agents in a specific public space; learning of basics of sound recording. 2. Promotion of observation and reflection on a social and cultural environment. 3. Enhanced participation in a collaborative creation.
WHY IS IT CONSIDERED A GOOD PRACTICE	<p>It helps to understand, create and record sound as part of the environment, as a separate form of art and as an important feature in a film. Also this workshop cultivates a set of skills as mentioned in the objectives that can be a tool for media literacy, communication, group and cultural integration and many more.</p> <p>It encourages to cultural understanding, memory, factual and fictional creations. Strongly collaborative and suitable for ages 10-100.</p>
ELEMENTS OF REPLICABILITY	<p>It is highly adaptable since the participants can be from 10 to 100 years old, can speak different languages (sound is global and can be non verbal). It also has low equipment requirements (a sound recording machine/ smart-phone), implying low budget.</p>

TITLE	Walk the Global Walk
DESCRIPTION	Walk the Global Walk, through Global Citizenship Education, mobilizes young people as catalysts for transformational change, localizes the Sustainable Development Goals (SDGs) and produces an innovative educational model addressing complexities of the current global agenda. This transferrable and pioneering model is adapted to secondary schools curriculum and facilitates young.
LINK	www.walktheglobalwalk.eu/en/
COUNTRIES	Italy, France, Croatia, Cyprus, Wales, Portugal, Greece, UK, Bosnia, Albania, Bulgaria, Romania
ACTORS	Oxfam Italia (Italy), Tuscany Region (Italy), Normandy Region (France), The international Institute for Human Rights and Peace (France), Region of Istria (Croatia), Municipality of Strovolos (Cyprus), CARDET (Cyprus), County of Carmarthenshire (Wales), Dolen Cymru (Wales), Municipality of Vila Franca de Xira (Portugal), Aid Global (Portugal), Municipality of Fyli (Greece), ActionAid Hellas (Greece), University of Glasgow (UK), Glasgow City Council (UK), Municipality of Mostar (Bosnia), Municipality of Fusyarez (Albania), Municipality of Sofia (Bulgaria), Agenda21 (Romania), Municipality of Bucharest (Romania)
OBJECTIVES	To open the space where young people can engage critically in issues related to global citizenship and sustainable development and to support them to take action to bring positive change towards a more just and sustainable world.
RESULTS * read more on official website ** watch the video!	<ol style="list-style-type: none"> 1. A Teachers' Briefing Pack about SDGs, with a focus on SDG 11, in 10 languages.* 2. An online platform with educational resources and forums for students and teachers. 3. An SDG Learning Pack and Press kit developed for the students 4. The Global Walk. More than 500 students came together on 12th April 2019 in the municipality of Fyli (Greece) and walked together around the Mayor Hall to ask for a more sustainable city. Apart from the Walk, students organized a festival with musical and theatrical performances. ** 5. 1st International Summer School for SDGs in Lisbon, gathering youth leaders and educators.
WHY IS IT CONSIDERED A GOOD PRACTICE	4 very important pillars of every local society were brought together and started a dialogue in 11 countries: students, teachers, Local Authorities and Civil Society Organizations. Concrete calls for actions towards the Municipality emerged from schools and the Municipality was already engaged in many of them.
ELEMENTS OF REPLICABILITY	The interaction between schools, Local Authorities and CSOs. The Youth Leaders as catalysts of change within their local community.

TITLE	Rethink Before Act Alternative Narratives to Violent Extremism
DESCRIPTION	The project proposes 7 social media campaigns, targeting vulnerable audiences to Islamic extremism, to far-right extremism and to polarisation and misinformation. The action provides critical thinking tools, it shares narratives that identifies the risks associated with violent extremism and it engages and reach local communities thanks to peer-to-peer communication and call to actions against extremism.
LINK	www.rethinkproject.eu
COUNTRIES	Portugal, Sweden, France, Italy, Romania, Hungary
ACTORS	Lusófona University (PT), University of Uppsala (SW), CAPRI (FR), Patrîr (RO), CESIE (IT), Subjective Values Foundation (HU)
OBJECTIVES	To prevent vulnerable audiences from starting a process of radicalization by offering them resilience and critical thinking mechanisms, as well as convince those already engaged within a process of radicalization to abandon it or dissuade them from going further by providing an alternative narrative that deconstructs extremist rhetoric.
RESULTS	<ol style="list-style-type: none"> 1. N. 3 videos on "Community Heroes", to provide resilience mechanisms to vulnerable young people from Muslim communities. 2. N. 5 videos on "Narratives of Global Islam", to empower Muslim communities through specific features of Islam, such as tolerance. 3. N. 3 videos on "The True Face of Extremism", to share narratives that identify the risks associated within Islamist extremism based on real experiences. 4. N. 5 videos on "Conspiracy theories - from satire to danger", to demystify social myths and conspiracy theories propagated by far-right extremism through a factual and humorous tone. 5. N. 3 videos on "What it is to be part of a far-right violent group", to share real narratives that identify the risks associated with being a violent extremist based on real experiences. 6. N. 4 videos on "Critical thinking tools", to teach how to critically analyse information, regarding traditional and social media. 7. N. 4 videos on "Peer2peer communication: a call-to-action against extremism", to engage and reach local communities against extremism.
WHY IS IT CONSIDERED A GOOD PRACTICE	The proposed counter and alternative campaigns enhance resilience skills, critical thinking skills and civic education contextualized in a human rights framework. These features are part of an educational approach, generally called "democratic education". These campaigns enhance the dissemination of key values of the European Union such as democracy, fundamental rights and civic engagement, therefore contributing to a more cohesive European Union with a lower activity of violent extremist groups. Furthermore, all campaigns are complementary to European measures and policies on communication and narratives regarding counter-terrorism. The impact of the campaigns is enhanced through credible voices and peer-to-peer techniques that amplify the messages.
ELEMENTS OF REPLICABILITY	The interaction between schools, Local Authorities and CSOs. The Youth Leaders as catalysts of change within their local community. Due to their online dissemination, these campaigns are easily transferable to other social contexts where there is a need for countering violent extremist propaganda or preventing it.

TITLE	Photovoice in 'O Meu Bairro/My neighbourhood' project
DESCRIPTION	<p>Photovoice is a very flexible method whose main principle is the capture of an individual's perspective of a given reality. This is achieved using photography, by providing visual literacy basics and promoting self-eliciting through the production of creative texts as captions to accompany the images.</p> <p>The process starts with simple photography exercises and group discussions, where the basic technical elements of photography can be taught hands-on, then grow into more complex challenges, setting the group to work on the issues they see as their common objective.</p> <p>Later, each person chooses only a few images for a collective exhibition that can be shown to the community - and each participant will write their own accompanying texts.</p> <p>Photovoice can be used for self-expression around a problem or evaluation of a community or project, but also for advocacy of issues arising from marginalized groups.</p>
LINK	read more! – www.photovoice.org
COUNTRIES	Portugal
ACTORS	4Change, FOS Associação, Municipality of Ajuda
OBJECTIVES	<ol style="list-style-type: none"> 1. To draw an empowering and participatory diagnosis of the territory of Ajuda, with diverse participants, through the use of photography for social change, supporting self-expression and self-eliciting in a safe space. 2. To discover and strengthen underrepresented people's own voice. 3. Facilitation vs. teaching - to invite people to tell their own story and learn. 4. Visual and digital literacy.
RESULTS	<ol style="list-style-type: none"> 1. Engagement and empowerment 2. Participatory diagnosis 3. Ideas harvesting 4. A collective proposal of alternatives
WHY IS IT CONSIDERED A GOOD PRACTICE	To participate in Photovoice process, no special tech and skills are required. It is a simple exercise of expression, debate, self-eliciting and creative writing, that can be used with few resources and diverse target groups.
ELEMENTS OF REPLICABILITY	A Photovoice process can be replicable with diverse target groups (age, socio-economic, gender) for the management of a specific issue, a thematic or a needs assessment: through photographic exercises and visual literacy dynamics, with creative writing exercises and collective curation of micro-exhibitions.

TITLE	Participatory video - full method by Insightshare
DESCRIPTION	<p>A Human rights-based approach by InsightShare, it has a predetermined theme or focus as starting point (very different to the manipulation of participants and process to guarantee a desired product/outcome). It is a non-formal long and comprehensive process developed in the following steps:</p> <p>Step 1 - Build consent, self-rules, mission/objective of group;</p> <p>Step 2 - Group Development, bonding and sharing;</p> <p>Step 3 - Participants learn video techniques and language skills through games & exercises;</p> <p>Step 4 - Facilitators help the groups to identify and analyse their important issues;</p> <p>Step 5 - Collective brainstorming and collective script writing;</p> <p>Step 6 - Short videos and messages are directed and filmed by participants;</p> <p>Step 7 - Group/community screening and consultation I;</p> <p>Step 8 - Participatory editing (collective or by representative);</p> <p>Step 9 - Group/community screening and consultation II;</p> <p>Step 10 - Advocacy and dissemination.</p>
LINK	www.insightshare.org – watch the official video!
COUNTRIES	UK - and many locations around the world
ACTORS	Insightshare NGO, Oxford, UK
OBJECTIVES	It can be used for self-expression around a problem or evaluation of a community or project, but also for advocacy of issues arising from marginalized groups. Is also a very empowering process and, in the end, it is always an 'action-research', guided by a facilitator.
RESULTS	<ol style="list-style-type: none"> 1. Videos, which can be used within the community or for external advocacy to decision-makers 2. Empowered communities 3. Most significant change methodology achieved
WHY IS IT CONSIDERED A GOOD PRACTICE	It can be replicated, using the whole methodology or just part of it. It is a very empowering process that can be replicated in many circumstances - but not all, and this should be decided in advance.
ELEMENTS OF REPLICABILITY	<p>It can be made through smartphones and not professional material; it produces very easy media products ready to use.</p> <p>Beware: it requires one steady group of people with time (min. 56 hours) but can be decided otherwise by the group; requires one facilitator that can solve the technical issues (ideal is to have 2 facilitators for dealing with the groups and subgroups dynamics).</p>

TITLE	Escape and Flight
DESCRIPTION	“Escape and Flight” is an outdoor educational game for youth. The 1, 5 hours journey is an outdoor version of the “escape room”, based on a true flight of a refugee from Afghanistan to Ljubljana. After the escape, the youth watch a testimony of a young refugee fleeing South Sudan two times, and based on both experiences a discussion takes places that opens further possibilities for changing the perceptions of the youth about refugees.
LINK	www.forumfer.org/our-work.html – follow Forumfer on Facebook!
COUNTRIES	Slovenia
ACTORS	Forum for Equitable Development in cooperation with MindMaze
OBJECTIVES	To raise awareness about the causes of migration and bring refugee realities closer to the youth, thus encouraging critical thinking and higher levels of solidarity towards refugees
RESULTS	1. 100 youth educated through the outdoor escape 2. Creation of a short film based on the project. watch it on Youtube!
WHY IS IT CONSIDERED A GOOD PRACTICE	Two approaches are used: 1. “The identifiable victim effect”, the fact that a specific person is easier to empathise with than a number, thus stimulating positive feelings towards refugees. 2. “Gamification” approach, whereby game principles and elements are used in a non-game context. As a consequence, it is easier and tangible for beneficiaries to understand refugees stories and reasons for their flight, which changes them from “the unknown and to be feared of” into something they can relate to and thus accept.
ELEMENTS OF REPLICABILITY	The outdoor educational game has been developed and could be with minor modifications replicated in any other place or time.

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